**Lesson Plan Format**

**Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level\_\_\_\_\_\_ Date of lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:**

RH.11-1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

RI.11-1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

SL.11-1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL. 11-1: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**Learner Background:**

Students background knowledge on Slavery in America. The “civil war” amendments Ability to work in small groups and independently. Construct a presentation. Students use of analyst tool for primary sources, and to operate conduct research.

**Student Learning Objective(s):** At the end of this class, students will

1. Conduct research on primary sources relating to topic, and utilizing a graphic organizer
2. Analyze any social problems African Americans faced during 1818-1907, through use of primary sources, and describe how it expands their thinking about the problem.
3. During the class, students in their groups will conduct research and construct a presentation answering a set of questions in describing a issue or problems facing African Americans following Reconstruction, and provide possible solutions to these problems suggested in the sources found, and cite arguments for and against these solutions.
4. At The conclusion of class students in groups will orally brief their presentations.

**Assessment:**

**Formative Assesment:**

Observation- As students are in groups teacher will walk around and listen in on group discussions check for relevancy of topic, Providing scaffolding questions to groups and class on problems, solutions and arguments within source material.

Oral – Group presentation in answering questions

**Summative Assesment:**

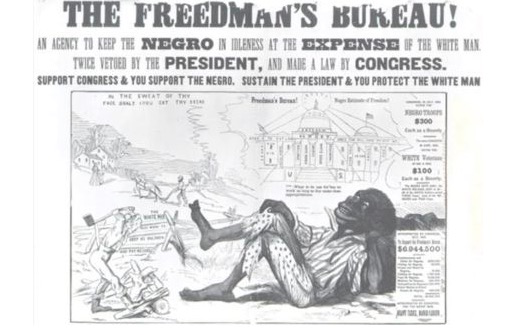
SoapStone – Graphic Organizer for each source.

Oral Presentation of 3 problems African Americans faced, and

Rubric provided for presentation answering the following questions:

* -Who was involved with this problem? What was at stake?
* -How serious was this problem?
* -How did this problem affect African Americans in the South after Reconstruction?
* -What was one solution proposed for this problem?
* -What were some arguments for and against this proposed solution?

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Various Sources from the Daniel A.P. Murray Collection 1818-1907, Index of Subjects: (<http://memory.loc.gov/ammem/aap/murraybibsubjindex1.html>)
* Timeline: Handout and located at (<http://memory.loc.gov/ammem/aap/timeline.html>)
* Picture of negro expulsion: <http://memory.loc.gov/ammem/aap/photo05.jpg>
* Other Documents and Pictures found through
* (<http://memory.loc.gov/ammem/aap/aaphome.html>)
* SoapStone – Graphic Organizer
* Initiation photo:
*  Expelled from Railway Car.
*  Negative support of the Freedman’s Bureau

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Teaching and modeling strategy is based on Interactive and Indirect instruction. This strategy allows for a range of group interactions, Through discussions and sharing among students, . In conjunction with Inquiry based learning, reflective discussions and discovery, this method provides students more control over their learning. The role of the teacher is that of a facilitator, providing guidance and support, as needed allowing students to move independently in completing their projects. Working in small groups on assigned issues, students search the collection for documents that describe the problem and consider opposing points of view, and suggest a remedy for the problem. Students then present the results of their research in a written essay.

**Learning Activities:**

INITIATION - Teacher initiates the lesson by dividing class into groups. Utilizing a Picture of the “Negro being expelled from public railway car” , or “Freedmans Bureau” as an example gets students to use prior skill and knowledge of analyzing a document “Soapstone” in groups. While doing same, Students are to construct a list of problems that African Americans in the South faced after Reconstruction. Were these problems getting better or worse? Students provide some examples of their findings from using background knowledge based on the photos.

MODELING - Teacher models searching through various types of documents through the Daniel AP Murray website (<http://memory.loc.gov/ammem/murrayquery.html>), and how their query can result in various articles depending upon search description. The web site holds vast opinions and perspectives students can look through in realizing how Black Laws effected daily life of African Americans. Teacher models retrieval and display of different articles. And shows how many have different aspects of experiencing Black Laws aka Jim Crow. As such, each article is analyzed, presenting various problems faced during the time. The class assist teacher in locating analytical data to fill out their SOAPStone graphic organizer, and highlighting the significant problem that individual/group faced. And in answering the following questions presented:

* -Who was involved with this problem? What was at stake?
* -How serious was this problem?
* -How did this problem affect African Americans in the South after Reconstruction?
* -What was one solution proposed for this problem?
* -What were some arguments for and against this proposed solution?

PRAC APP: The During Lesson: Students Utilizing the link, conduct research through and develop a list of 3 important problems between 1881-1907. Students use the Daniel AP Murray collection to complete their research, and in groups create a presentation displaying 3 problems their group came up with African Americans faced and look at commonalities and differences from the different perspectives. At conclusion, Students will present their groups presentation highlighting their research findings answering questions.

**Closure:** In closing students will present their research, through their choice of multi-media. (Prezi, PPT, ect..) Teacher inquires, each group and members what they found most significant, and what question would they need to further investigate or answer.

**Individuals Needing Differentiated Instruction:**

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Michael | ADD, can’t stay focused on task, needs to be prompted to work. | Provide Graphic organizer, having him complete it.  Use group to help keep him on task.  Provide a choice in group activities |
| Jane | Overall keen interest in topic,  likes to share with others, talks a lot, | Encourage independent study. |
|  |  |  |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?